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ABSTRACT

The Elementary Secondary Education Act Title VII Bilingual Program operated at the Bilingual Mini School, located within Public School 59. The program completed its second year of operation in June 1973. During its first year in existence, the bilingual program served kindergarten and grade 1 children. Grade 2 classes were added during the 1972-73 academic year. The project serviced both Spanish and English dominant children, in the proportions which reflect the population of the community. The program accomodated 219 children on three grade levels. Eight full-time teachers and eight educational assistants worked in the program. An English as a second language teacher was added to the staff at midyear. The materials available in the program were adequately suited to their needs. In each classroom there were various kinds of learning games (in English and Spanish) which were frequently used by the children. In each classroom there were special interest areas located around the room. The teachers developed materials on their own for children who needed additional assistance in their weakest skill and concept areas. The low adult-student ratio allowed frequent small group and individualized instruction. The program placed its primary instructional efforts on the small group learning unit. The materials, available in both English and Spanish, were geared to different levels of ability in reading and math. Culturally enriching field trips were an integral part of the program, especially for the second grade children. (Author/JM)

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FINAL EVALUATION

Title VII

COMMUNITY SCHOOL DISTRICT NO. 10

Bilingual Mini School

B/E 51-37601

June 15, 1973

Submitted by: Agapito Diaz, Ed.M.
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UD 014363

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PROGRAM DESCRIPTION AND PROCESS

The E.S.E.A. Title VII Bilingual Program operated at the Bilingual Mini School, located within P.S. 59. Public School 59 is situated in Community School District 10. The program completed its second year of operation in June, 1973. During its first year in existence, the Bilingual Program serviced kindergarten and grade one children. Grade two classes were added during the 1972-73 academic year.

The participating classes were housed (with the exception of one first grade) in a centralized location on the main floor of the school building. The proximity of the classrooms to one another and to the Project Director's Office afforded the program an opportunity to maintain its own identity within the school and furthered the cohesiveness between participating teachers, educational personnel, students and their parents.

The project serviced both Spanish and English dominant children, in the proportions which reflect the population of the community. The program accommodated 219 children on three grade levels. Seventy-three percent of the participants were Puerto Rican, twenty-two percent were Black, four percent were white, and the remaining one percent were other Latin American.

Specific breakdown by language dominance was:

NUMBER OF CHILDREN

GRADE	ENGLISH DOMINANT	SPANISH DOMINANT	TOTAL NUMBER
K	36	43	79
1	29	58	87
2	26	27	53

During the year 42 children left the program. In most cases the families of these children moved from the area. New admissions to the program were made to fill all vacancies. Children were selected to fill the vacancies based on parental requests that their child participate in a Bilingual Program, results of oral tests administered by teachers, and a review of records brought from Puerto Rico or other Latin American countries.

Three full-time New York City licensed project teachers (funded under the program's budget) and five city tax levy teachers were assigned to work in the program during the 1972-73 school year. Eight educational assistants worked in the program, primarily in the classroom setting. An E.S.L. (English as a Second Language) teacher was added to the program staff at mid year.

In October, 1972, three job trainees began working in the Bilingual Mini School. Their major function was to assist teachers with classroom duties. These trainees were sponsored by "Building Bridges for Better Bilingual Programs." They were not funded under the District 10 Title VII Bilingual Program. The trainees continued in the program until the end of the school year. The Project Director at the Bilingual Mini School had requested that these individuals participate in the program, in order to provide additional staffing for the program, as well as classroom experience for the trainees.

Throughout the year there appeared to be excellent cooperation between the Project Director of the Bilingual Mini School and the Principal at P.S. 59. An open and constructive line of communication was apparent between the Director, the educational staff of the Title VII Program, and the administrators at the school. A key focus had been to maintain the individuality of the program, while at the same time keeping the non-program personnel in P.S. 59 informed and enlisting their assistance when necessary. For example, the Vice-Principal at P.S. 59, who also serves as an Early Childhood Coordinator in the District, conducted in-service training sessions for teachers of the Bilingual Mini School. Other teachers at P.S. 59 provided demonstration lessons for the Mini School teachers in such areas as social studies curricula, and effective utilization of audio-visual aides and materials. If the Bilingual Program continues to expand, some consideration should be given to eventually establishing the Bilingual Mini School as a completely autonomous school with its own facilities and administrators.

The materials available in the program were adequately suited to their needs. The classroom teachers, on the whole, indicated considerable satisfaction with the materials and their availability. In each classroom there were various kinds of learning games (in English and Spanish) which were frequently used by the children. In the kindergarten classes, the children had access to numerous games which reinforced the learning concepts (e.g., time, space, locating).

In each classroom there were special interest areas located around the room. In one section of a room, there were games and materials on science topics, while in another section, games and materials for reading were found. The teachers developed materials on their own for children who needed additional assistance in their weakest skill and concept areas. The Project Director and teachers searched extensively to acquire the most updated and relevant materials which would be appropriate for the bilingual type of instruction promoted in the program. The Project Director and teachers mentioned that they would like to purchase tapes for the following year, so that experiences for the children could be further diversified and enriching. They hope to establish a language laboratory next year. Wireless language laboratory equipment was available, but there was no space in which to permanently set up this equipment.

In each classroom, there were at least two, sometimes three, adults (teachers, educational assistants, trainees) working with the children. The low adult-student ratio allowed frequent small group and individualized instruction. The program placed its primary instructional efforts on the small group learning unit. The materials, available in both English and Spanish, were geared to different levels of ability in reading and math. The range of materials, in combination with small group instruction, provided each child a situation in which to proceed from level to level based on his own abilities and interests.

Culturally enriching field trips were an integral part of the Bilingual Program, especially for the second grade children. Many of the field trips were restricted to the older children because of the transportation difficulties encountered with the younger children. The trips were scheduled to places of interest which would promote cultural exchange for the participating children. On the average, one field trip per month was arranged for the second grade children. Field trips by grade level and date are listed below.

FIELD TRIPS - KINDERGARTEN (1972-73 academic year)

Ferry Point Park	May
Bronx Zoo	June

FIELD TRIPS - GRADE 1 (1972-73 academic year)

Town Hall	December
Traveling Playhouse	December
Macy's Department Store	December
YMCA - YWCA	March
Town Hall "Hispanic Ballet"	April
Radio City	May
Town Hall "Drum of the Caribbean"	May
Bronx Zoo	June

FIELD TRIPS - GRADE 2 (1972-73 academic year)

Town Hall "Talking Drum from Africa"	December
Town Hall "Hispanic Ballet"	April
Town Hall "The World"	April
Town Hall "Dance - A Story"	April
Town Hall "Peter the Wolf"	May
Radio City	May
Town Hall "Drum of the Caribbean"	May
Ferry Point Park	May

Trips earlier in the school year included a Black Cultural Program and El Barrio Museum.

In addition to these trips, the second grade children took approximately ten trips into the neighborhood as part of the social studies curricula implemented in the Winter, 1972. On returning from these community trips, the children discussed what they had seen and drew maps and charts depicting the community. These field experiences were designed to supplement the social studies program with relevant, first-hand experience for the children.

Parental involvement has been moderate. The program staff of the Bilingual Mini School held workshops covering varied topics for parents. Parents were invited to attend English and Spanish classes, Social Activities, as well as Coffee and Cake Sessions to acquaint the parents with the educational staff and the goals of the Bilingual Program. All letters to parents were written in both English and Spanish. Letters and invitations to activities sponsored by the Mini School were bilingual and carried a full explanation of the purpose of the meetings and the proposed agenda to be considered. Parents at the Mini School participated with parents at P.S. 59 in a Christmas party arranged for the entire school.

Parental involvement has not been as high as would be desired by the Program Director. It is felt that the absence of a family room or similar facility has not provided a meeting place for parents and the educational personnel of the program. Although the office of the Project Director was very limited in space, this room did function as a central meeting place for parents and teachers. With the acquisition of some type of family room, parental participation would probably increase.

The Bilingual Mini School Program has received a great deal of Community support particularly from the Spanish parents. If the Program is continued into the 1973-74 academic year, the program will be extended to include a third grade classroom. Three new bilingual teachers will be trained, and an additional E.S.L. Teacher will be assigned to the program, if the extension occurs next year.

EVALUATION OBJECTIVES

The evaluation focuses on the instructional component of the program. The evaluation design sets forth a series of performance objectives, indicating:

1. The instruments to be used and their administration dates;

2. The methodologies to be employed in collecting data and ascertaining objective attainment. The main performance objectives measured were: reading readiness and reading achievement, language acquisition, and self-concept.

RECOMMENDATIONS

1. It is recommended that there should continue to be assigned to the program teachers and educational assistants from minority groups being served by the program. One benefit in maintaining this policy is that it provides the children of various minority groups with adult role models.

2. Participating classrooms should be located in a specific area in the school building. Clustering the classrooms in a particular area would encourage participating students, teachers, and educational assistants to exchange ideas, materials, and interests.

3. Additional storage space for materials and additional office facilities for the Project Director are needed. Present office space is very limited and is not conducive to maintaining private, uninterrupted meetings with the teachers, parents, etc. The office space limitations have made it difficult for the evaluator to conduct private meetings with the Project Director.

4. If the program continues to add a higher grade level each year, tentative plans should be proposed at this time to establish a small library-lounge for the students. Parents should be encouraged to use the library during certain hours of the day for meetings with teachers, children, etc. This facility is needed to store resource materials which have been collected during the year.

5. Floor mats should be procured for the kindergarten classes. The children in these classes spend a great deal of time seated on the floor while working in small groups.

6. In the future, the responsibilities of Project Coordinator should more extensively focus on:

   A. Providing in-service training for teachers and paraprofessionals;

   B. Scheduling informational seminars for parents;

   C. Establishing and facilitating a Parent Council which represents the ethnic mix of the community.

7. "Cluster" teachers periodically working in the bilingual classrooms should be trained in basic E.S.L. skills (English as a Second Language). The evaluators concur with the Project Director's intent that the primary function of "cluster" teachers working in these classrooms should be to develop the English

skills of the children. This training could be a major responsibility of the E.S.L. teacher-coordinator assigned to the Bilingual Program, 1973-74.
(Cluster teacher defined: full-time New York City licensed teacher who has no permanently assigned classroom, but who fills in to cover teacher "prep" periods, teacher's meetings, etc.)

SUMMARY

The Title VII Bilingual Program functioned very smoothly and effectively during the 1972-73 academic year. The teachers and educational assistants appeared very dedicated and interested in the progress of the children, and sought extensively to secure resource materials which cover the Spanish and the Black heritage. Lesson plans were continually revised so that instruction would consistently focus on each child's particular area of weakness in reading and language skills.

The reading and language skills of the participating students have improved significantly. The intensive small group instruction in developing reading and language skills, the wide range of activities offered, and the significant level of effectiveness with which virtually all of the program's stated objectives were attained, is encouraging. Based on the performance of this program, the evaluators suggest that in subsequent years the program be expanded to service more children.

OBJECTIVE 1

To improve the reading and reading readiness achievement scores for 50 percent of the Kindergarten and first grade English dominant children in the program as measured by pre and post administrations of the Boehm Test of Basic Concepts.

TEST DESCRIPTION

The Boehm Test of Basic Concepts (BTBC) is administered to measure a child's mastery of those concepts which are considered essential for reading skills development and for achievement in the first years of school. Form A was employed in this evaluation. The test consists of 50 items which can be classified into four "context categories." These categories and the number of items per category are as follows:

Symbol	Category	Number of Items on Test
S	Space, (location, direction, orientation, dimension)	23
Q	Quantity (and number)	18
T	Time	4
M	Miscellaneous	5
	Total Highest Possible Score -	50

DATA

The Boehm Test of Basic Concepts (Form A, Booklets 1 and 2) was administered (pre) in early December, 1972, to Kindergarten and grade one English dominant children. The same test was administered as a post test in late May, 1973. In computing mean scores and analyzing the data, the evaluators have excluded the individual scores of children who did not sit for both testings. Pre test scores were not available for children entering the program after December; post test scores were not available for students dropped from the program during the year. Complete test scores were available on 44 children.

In Table 1, pre-post mean scores (context categories and totals) are reported by class. (All classes have been assigned code letters by the evaluators so that no class will be labeled.) Also presented in this table are the levels of significance for testing if any improvement has occurred (using the Sign Test).

Using the Z-Test for percentages, it was found that the percentage of children who improved their score by at least 50% was:

Kindergarten - 68%

Grade 1 - 18%

Grade 1 children generally scored high on the pre test. Therefore, a fifty percent improvement for these students would be unlikely.

In reviewing individual total scores (pre and post) it was found that no children evidenced a loss on the post test. The objective was satisfactorily attained. In all classes (with the exception of G) there was a definite improvement in reading and reading readiness achievement with a high level of significance (.01).

TABLE 1

AVERAGE PRE-POST SCORES - BOEHM TEST OF BASIC CONCEPTS

KINDERGARTEN AND GRADE 1 ENGLISH DOMINANT BY CLASS
(Levels of Significance - using Sign Test)

GRADE	CLASS	NUMBER TESTED	PRE-TEST MEAN SCORES					POST-TEST MEAN SCORES					SIGN TEST**				
			S	Q	T	M	TOT	S	Q	T	M	TOT	S	Q	T	M	TOT
K	A	7	13.4	8.3	1.3	1.3	24.7	21.1	15.1	3.4	4.0	45.1	.01	.01	.01	.01	.01
K	C	7	12.9	8.6	2.0	2.6	26.0	19.9	14.4	3.3	3.7	41.3	.01	.01	.10	.05	.01
K	D	7	12.3	9.5	1.0	2.3	25.2	20.1	13.4	3.3	3.9	40.7	.02	.02	.02	.10	.02
1	E	9	19.5	13.9	3.3	3.0	39.6	21.4	16.3	4.0	4.7	46.2	.01	.02	.05	.10	.01
1	F	11	18.1	13.0	2.6	3.6	38.5	20.4	16.7	3.6	4.9	46.6	.01	.01	.10	.02	.01
1	G	3	12.7	7.3	1.7	2.0	23.7	18.7	14.7	3.0	3.7	40.0	.122*	.125*	.125*	.125*	.25*

*As significant as possible for sample size (n=3);
all evidenced a gain, but too small for statistical analysis.

**Levels attained in testing for difference in medians.

S - Space
Q - Quantity
T - Time
M - Miscellaneous

OBJECTIVE 2

To improve the reading and reading readiness achievement scores for 50 percent of the Kindergarten and first grade Spanish dominant children in the program as measured by pre and post administrations of the Boehm Test of Basic Concepts (Spanish translation).

TEST DESCRIPTION

See Objective 1 -- Test Description

DATA

The Boehm Test of Basic Concepts (Form A, Booklets 1 and 2) was administered in Spanish in early December, 1972, (pre) to Kindergarten and grade one Spanish dominant children. The same test was administered post in late May, 1973. In computing mean scores and analyzing the data, the evaluators have excluded the individual scores of children who did not sit for both testings. Fifty-two children completed both tests.

In Table 2, pre and post mean scores (context categories and total) are reported by class. (All classes have been assigned code letters by the evaluators so that no class will be labeled.) Also included in Table 2 are the levels of significance for testing if any improvement has occurred (using the Sign Test).

There was no improvement in class C. In reviewing individual scores, it was found that many of the post test scores were lower than the pre test scores. In class D there was no improvement in context category "Time."

Using the Z-Test for percentages, it was found that the percentage of children who improved their total score by at least 50% was:

Kindergarten	- 56%
Grade 1	- 60%

Grade 1 Spanish dominant children scored much lower on the pre test than the English dominant children (see Objective 1).

As a group their scores on the post test were only slightly lower than the English dominant grade 1 children.

In reviewing individual scores of all Spanish dominant children, there was improvement in reading and reading readiness skills in nearly all instances (with the exception of Class D). As a group there was a definite improvement for Spanish dominant children in both grade levels with the level of significance at (.01).

TABLE 2

AVERAGE PRE-POST SCORES - BOEHM TEST OF BASIC CONCEPTS

KINDERGARTEN AND GRADE 1 SPANISH DOMINANT BY CLASS
(Levels of Significance - using Sign Test)

GRADE	CLASS	NUMBER TESTED	PRE-TEST MEAN SCORES					POST-TEST MEAN SCORES					SIGN TEST*				
			S	Q	T	M	TOT	S	Q	T	M	TOT	S	Q	T	M	TOT
K	A	7	11.3	7.7	1.6	2.1	22.7	20.6	14.6	3.1	4.4	42.7	.01	.01	.02	.02	.01
K	B	7	11.6	8.3	1.2	2.2	23.3	19.7	14.0	3.0	3.7	40.4	.02	.02	.05	.05	.02
K	C	9	14.7	9.3	2.6	2.7	29.2	18.0	12.7	2.7	3.2	36.6	.02	NS	NS	NS	.10
K	D	8	14.0	9.0	2.5	2.5	28.0	18.8	12.6	3.0	3.8	38.3	.01	.01	NS	.10	.01
1	E	6	12.2	7.8	1.8	1.3	23.2	18.5	14.2	3.2	4.3	40.2	.02	.02	.10	.02	.02
1	F	8	14.4	10.8	2.4	1.9	29.4	20.0	13.9	3.3	4.9	42.0	.01	.01	.02	.01	.01
1	G	7	13.1	8.1	1.3	1.7	24.3	19.7	13.6	3.3	4.3	40.9	.01	.01	.05	.01	.01

*Levels attained in testing for differences between medians.

S - Space
Q - Quantity
T - Time
M - Miscellaneous
NS- Non significant

OBJECTIVE 3

To improve the reading achievement scores of 50 percent of the English dominant children in the program in the second grade by a minimum of six months as measured by pre and post administration of the Metropolitan Achievement Tests, Primary Battery.

DATA

The Metropolitan Achievement Test (Form F, Reading) was administered (pre) in early December, 1972, to English dominant children in the second grade. The Metropolitan Achievement Test (Form G, Reading) was administered (post) in May, 1973. In computing the mean scores (Word Knowledge, Reading, Average Reading) only the scores of children who sat for both testings were considered. Scores were available for 16 children.

The pre, post, and predicted post tests are reported in Table 3. The predicted Bond-Singer is the expected mean score for this group which would be expected without the program. The predicted objective score is the mean score which must be achieved on the post-test if the objective is to be attained.

TABLE 3

MAT READING - ENGLISH DOMINANT GRADE 2
PRE, PREDICTED POST, AND POST MEAN SCORES

		PREDICTED POST			LEVELS ATTAINED USING BOTH TESTS		
AREA	PRE	BOND-SINGER	OBJECTIVE	ACTUAL POST	SIGN TEST	WILCOXON SIGNED-RANKS	LEVEL OF IMPROVEMENT
WD KN	1.4	1.5	1.8	2.0	.001	.001	100 %
RD	1.4	1.5	1.8	2.0	.001	.001	100
AV RD	1.5	1.5	1.9	2.0	.001	.001	87

WD KN - Word Knowledge
RD - Reading
AV RD - Average Reading

The post-test mean scores in all three areas measured was greater than both predicted post-test scores. There was a definite improvement with a high level of significance (.001).

Using the Z-Test for percentages, it was found that the percentage of children achieving the specified growth of six months on the average reading score was greater than 50 percent (adjusted to .4 grade level because of a shorter than anticipated period between testing).

OBJECTIVE 4

To improve the reading achievement scores of 50 percent of the Spanish-dominant children in the program in the second grade as measured by pre and post administration of a teacher-made test or its equivalent.

DATA METROPOLITAN ACHIEVEMENT TEST - READING

In December, 1972, Metropolitan Achievement Tests (Primary Battery, Form F) was administered. The post-test (using the same level and form) was administered in May, 1973.

In computing mean scores for the group, the evaluators excluded all children who would not sit for both testings.

Mean scores for pre, predicted post, and post-tests are reported in Table 4. As the complete MAT's were administered in several sittings, sub-scores were not available for many of the children who were absent during the pre-testing. The evaluators, therefore, deleted the sub-scores from consideration and based their evaluation on Average Reading Scores. Even though the objective score was not attained, there was a definite improvement in the Spanish children's reading abilities.

TABLE 4

MAT READING - SPANISH DOMINANT GRADE 2
PRE, PREDICTED POST, AND POST MEAN SCORES

(Levels of Significance using Sign Test and Wilcoxon Signed-Ranks)

NUMBER TESTED	PRE	PREDICTED POST		ACTUAL POST	SIGN TEST*	WILCOXON SIGNED-RANKS*	LEVEL OF IMPROVEMENT
		BOND-SINGER	OBJECTIVE				
18	1.4	1.5	1.8	1.5	.01	.05	72 %

*Levels attained in testing for differences.

In the interim evaluation report, it was noted (See Objective 4) that the MAT Reading (English edition) was administered since an appropriate Reading test in Spanish had not been secured.

In searching for an appropriate test to measure reading abilities in the Spanish language, the evaluators found one test, the Inter-American Series "Test of Reading", which appeared appropriate for the second grade level. This test was ordered; however, delays in delivery did not permit pre-testing with this instrument.

The "Test of Reading" in Spanish was administered to second grade Spanish-dominant children in May, 1973. The total raw scores for the "Test of Reading" are compared to post MAT average reading grade equivalent scores (Table 5).

There is a significant association between MAT grade equivalence in English and total raw scores on the "Test of Reading" in Spanish. The correlation is significant at $p < .05$. This indicates that improvement in reading in English occurs simultaneously with reading improvement in Spanish.

The evaluators feel that since the objective did not specify in which language reading achievement was to be measured, attainment of this objective could not be evaluated. The Spanish children did improve their reading skills in the English language (as measured by the MAT). Based on the results of the "Test of Reading" in Spanish (as compared to norms for Grade 1 children in Puerto Rico), the program participants were reading well above the average reading level of the norming population. Although the exact percentage of growth cannot be measured in the absence of pre-test results, it is the opinion of the evaluators that the Spanish-dominant children have improved their reading skills in both English and Spanish as a result of their participation in this program.

TABLE 5

ENGLISH AND SPANISH READING LEVELS
AS MEASURED BY MAT'S AND "TEST OF READING" IN SPANISH

Child	ENGLISH MAT Average Reading Grade Equivalent	SPANISH "Test of Reading" Total Raw Score
A	1.8	68
B	1.3	47
C	1.7	37
D	1.4	31
E	1.4	61
F	1.2	52
G	1.3	28
H	1.4	26
I	1.4	62
J	1.9	65
K	1.4	62
L	1.2	20
M	1.3	49
N	1.4	48

OBJECTIVE 5

To improve the reading readiness and reading achievement of 50 percent of the kindergarten and first grade Spanish and English-dominant children as measured by the Primer Battery of the Metropolitan Achievement Test.

DATA

The Metropolitan Achievement Test was administered pre in December, 1972, and post in May, 1973, to Grade 1 participants. The evaluators did not test kindergarten children (pre). The MAT at this level is available only in English.

In computing mean scores for Grade 1 by language dominance, only those scores for children who completed both testings are indicated. English and Spanish-dominant children evidenced statistically significant improvement in reading abilities (See Table 6).

TABLE 6

MAT MEAN SCORES (RAW) AND MEDIAN STANINE
LEVELS OF SIGNIFICANCE IN TESTING FOR IMPROVEMENT
USING SIGN TEST AND WILCOXON SIGNED RANK TEST

			PRE-TEST		POST-TEST			
Grade	Lang	N	Mean Raw	Median Stanine	Mean Raw	Median Stanine*	Sign**	Wilcoxon Ranked-Sign**
1	E	24	LS - 20.7 RD - 19.1	4 4	31.3 25.6	5 5	.001 .001	.001 .001
1	S	32	LS - 11.3 RD - 5.9	1 1	22.3 12.9	4 2	.001 .001	.001 .001

*Based on mid-year first grade norms.
**Levels of Significance

LS = Listening for Sounds
RD = Reading
E = English
S = Spanish

The highest percentage of improvement was found among the Spanish-dominant first graders even though these children were reading in English at a lower level than the English-dominant children.

Table 7 presents mean raw scores and median stanines for the kindergarten children tested in May, 1973. No pre-test scores were available, so a determination of reading achievement is based on a comparison to end-of-year kindergarten norms.

TABLE 7

MAT MEAN RAW SCORES AND MEDIAN STANINES - KINDERGARTEN

Grade	N	Language	Mean Raw Scores	Median Stanine*
K	27	E	LS - 24.7 RD - 18.5	7 6
K	28	S	LS - 25.5 RD - 18.2	7 7

LS = Listening for Sounds
RD = Reading
E = English
S = Spanish

Stanines: Highest - 9, Lowest - 1

*Based on end-of-year norms for kindergarten.

This objective was successfully achieved. First grade children evidenced a statistically significant improvement in reading and kindergarten post-scores (as compared to end-of-year kindergarten norms) indicated that these children were above average in reading.

OBJECTIVE 6

At the conclusion of this program, 75 percent of the participating children will indicate a significant improvement in attitude toward themselves as measured by a pre and post administration of "A Picture Game" -- self concept ratings developed by Bower and Lambert with Educational Testing Service.

TEST DESCRIPTION

See Appendix A.

DATA

The bilingual consultant administered this test to a stratified random sample of students (grades K, 1, and 2). Fifty children were tested (pre) in early January, 1973. The evaluator readministered the test in early June, 1973.

Pre and post test results were available for 39 children.

TABLE 8

PRE POST SCORES - "A PICTURE GAME"

		PRE-TEST		POST-TEST	
ALL CHILDREN	NO.	AVERAGE SCORE	NORMAL RANGE	AVERAGE SCORE	NORMAL RANGE
Total	39	25.3	14.7-49.3	22.5	14.2-38.8
Girls	20	25.8	15.5-49.5	20.5	13.3-34.7
Boys	19	24.7	11.8-35.2	24.7	17.5-39.5

CONCLUSIONS

There was no significant change between the pre and post administration of "A Picture Game."

However, the evaluators believe that this was due to the insensitivity of the test as a true measure of self concept rather than because of the program itself. There are over 2,000 papers in the research literature on self concept most of which indicate the great difficulty in measuring this construct.

OBJECTIVE 7

To provide diagnostic information on Kindergarten children's reading problems and to assess follow-through by classroom teachers as measured by the Clymer-Barrett Pre-Reading Inventory and observations and interviews of expert bilingual consultants.

DATA INTERVIEW OBSERVATIONS (PRE)

In January, 1973, the bilingual consultant conducted one full-day of observation in each Kindergarten class. During the month, several days were also spent interviewing two teachers and two educational assistants working in the observed classrooms. These interviews (pre) focused extensively on ascertaining the availability and use of diagnostic information provided by the Boehm Test of Basic concepts and the Clymer-Barrett Pre-reading Battery. Test results of the Boehm test which had been administered in early December, 1972, were available for 90 percent of the Kindergarten children. Test results of the Clymer-Barrett Pre-reading Battery, which was also administered in December, were available for approximately 50 percent of the English-dominant children.

Based on the information gathered by the evaluator through the use of structured interview guides, the following conclusions were made:

1. Both teachers were very familiar with the diagnostic results of the two tests.

2. The teachers had discussed the children's scores on both tests in depth with the educational assistants.

3. One teacher extensively involved the educational assistant in planning programs for the children based on diagnostic information. The other teacher did not involve the educational assistant.

Based on the information gathered through the use of structured observation guides, the following conclusions were made:

1. In all classes, approximately 80 percent of the time is spent working in small groups. Teachers spent about 25 percent of their time working with individual children.

2. Educational assistants spent 50 to 75 percent of the time working with individual children. At least one educational assistant was available in each classroom.

3. Materials used most frequently in the observed classrooms were charts, maps, records and games.

INTERVIEWS AND OBSERVATIONS (POST)

During late May and early June, 1973, the bilingual consultant conducted classroom observations and teacher and educational assistant interviews (post).

The post-interviews focused on determining the extent to which teachers follow-through on diagnostic information.

The following conclusions were based on the information gathered by the evaluators using the same interview guides employed in the pre-interviews.

1. Both teachers had continued using the diagnostic information to plan activities for small group instruction and remediation in weak skill and concept areas. Also, they had developed more materials focusing on weak areas as diagnosed by the test results. The teachers utilized this information extensively in preparing weekly lesson plans.

2. One teacher extensively involved the educational assistant in planning programs throughout the year. The other teacher increased the involvement of the educational assistant in planning during the last half of the year.

3. The educational assistants had become more familiar with the diagnostic information (as compared to pre-interview ratings) and reported that this enabled them to spend their time more effectively on a daily basis with each child who demonstrated weaknesses in certain areas.

4. Both teachers maintained a schedule of periodically reviewing the original diagnostic results as well as the results of teacher-made tests which were designed to measure progress in specific concept categories.

5. The teachers and educational assistants found this diagnostic approach satisfactory. However, they still expressed interest in receiving additional training in interpretation and planning with test results.

The post-observations in the classrooms sought to ascertain the extent of small group instruction, utilization of educational assistants in the classroom, and the utilization of diagnostic information in planning for classroom activities.

Based on the structured observation guide ratings, the following conclusions were made:

1. In all classrooms there was a noticeable increase (as compared to pre-ratings) in time spent in small group instruction. Approximately 95 percent of the time was spent in small groups. Also observed was a marked increase in time spent by the teacher in working with individual children. Teachers were spending 25 to 45 percent of their time working with individual children.

2. As compared to pre-observation ratings, educational assistants were spending more time working with individual children. At least one assistant was available in each classroom. The educational assistant worked with individual children approximately 80 percent of the time.

3. An increase in the availability of instructional materials was noted, as well as an increase in the use of materials. Maps, charts, records, earphones and audio-visual equipment were being used more frequently, as compared to pre-ratings.

4. More materials focusing on areas diagnosed as weak by pre-testing results had been developed. These materials were more extensively integrated into the activities provided for individual children.

TABLE 9

COMPARISON OF RATINGS (PRE AND POST)

TYPE OF INSTRUCTION	AMOUNT OF TIME	
	PRE	POST
Classroom time - small groups	80 %	90 %
Teachers - individual instruction	25 %	40 %
Educational assistants individual instruction	50 to 75 %	70 to 80 %

CONCLUSIONS

Teachers and educational assistants increased the amount of time working with individual children to remediate weaknesses. More materials had been designed and employed for this remediation. The diagnostic information was reviewed periodically and lesson plans were satisfactorily prepared to specifically focus on the major areas of weakness. In future years, efforts should be made to administer diagnostic tests at the start of the school year. Delay in selecting an evaluator for the 1972-73 year resulted in later testing.

The teacher and the educational assistants were pleased with this diagnostic approach and satisfactorily utilized the information as well as periodic informal testing throughout the year.

Based on analysis and review of the data, the evaluators believe that this objective was achieved to a creditable extent.

APPENDIX A

"A PICTURE GAME" (Bower-Lambert)

"A Picture Game" has been developed to provide a measure of self-perception at the primary grade levels. Self-rating tests for youngsters between the ages of five and nine are difficult to produce because of (1) the child's undeveloped reading skill; (2) the difficulty of presenting a task which is meaningful to the child but also indicative of how positively or negatively he sees the world about him; and (3) language barriers.

"A Picture Game" consists of 66 pictures, two of which are sample cards and ten are trial cards. Each picture is illustrative of normal home and school relationships and events. With the exception of the two sample cards and the first ten trial cards each picture has been designed to be as emotionally neutral as possible in the portrayal of the relationship or event. The child is asked to sort each picture into one of two categories: "This is a happy picture," or "This is a sad picture." The sorting is done by placing each picture in either a "Happy" or a "Sad" side of a two-compartment box. One compartment shows a picture of a happy face and the other, a picture of a sad face. The child categorizes each picture in accordance with his perception of it.

The first 10 pictures the child sorts are stereotypes -- obviously happy or obviously sad situations. These 10 pictures are included in the test to check the child's understanding of the task. If a child sorts the first 10 pictures correctly, we can be fairly sure he understood the instructions. If a child sorts incorrectly, the test administrator must restate instructions and let the child start again.

TEST ADMINISTRATION

"A Picture Game" kit is given to each child. Normally, 15-20 minutes are required for administration. There are separate kits for boys and girls (blue and pink cards) with male and female central characters. In this evaluation, sample children were tested in units of two, one boy and one girl. Each child receives a two-compartment box and a complete set of picture cards.

With the exception of the first 10 trial cards, there are no right or wrong answers. In computing a child's score, the test

administrator counts the total number of cards placed by the child in the "Happy" compartment. If a child cannot follow instructions or scores extremely high or extremely low as compared to other children in the same grade level and socioeconomic level, the child's name will be submitted to the appropriate school personnel. It is then recommended that additional diagnostic follow-through be initiated with the child and, in some cases, with the family.

"A Picture Game" (copyrighted 1969) can be purchased from Educational Testing Services (ETS), Princeton, New Jersey. It is one test in a series of student/teacher/peer ratings developed by Bowers and Lambert for the early identification of "emotional handicaps." The test developers recommend that, at the present time, "A Picture Game" be used primarily for research purposes. They further suggest that the results should be handled cautiously. In instances where a child scores outside the normal range, additional follow-through should be initiated to more accurately determine if the child has an emotional handicap and to what extent this handicap might be affecting his social adjustment and academic achievement.